

GRACE COLLEGE

Equality Objectives



The Public Sector Equality Duty and Protected Characteristics

Grace College welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the Foundation's community including persons who share relevant protected characteristics and persons who do not.

Grace College recognises the need to guard against all kinds of direct and indirect discrimination. It also recognises the need to be proactive in articulating equality objectives for the students in the College's care, alongside key measures of success and how these objectives are to be achieved.

Grace College also recognises the need to have equality objectives that:

- eliminate discrimination, harassment, victimisation and any other prohibited conduct and/or;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and/or;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our approach

Our school is a place where everyone is welcome and safe and where all students have equality of opportunity and effective support. This is particularly important for those students who have one or more protected characteristics. Our starting point for achieving this is our belief that all people are made equally in the image of God, and all deserve respect, love, and dignity. We express this practically by teaching about protected characteristics, ensuring that abusive and discriminatory behaviour is always challenged effectively and by seeking to celebrate the success and strength of people who represent a range of protected characteristics.

The ESF Equality and Diversity Policy outlines the approach of the Multi Academy Trust (MAT) in relation to our staff. Our equality objectives in relation to students as detailed below, consider the specific context and circumstances of Grace College, recognising that this context is different from other ESF schools, and also ensuring that the objectives meet the following principles, as articulated in the ESF Equalities Policy.

- We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.
- Our admissions arrangements are fair, transparent and do not discriminate on any of the protected characteristics.
- We recognise, respect and celebrate the diversity in our community.
- We proactively support individuals to be proud of their identity and to participate fully in College life.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that may already exist.
- We make any reasonable adjustments for students with disabilities to avoid any disadvantage they face in comparison to non-disabled peers.
- We expect to provide all students with the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We monitor the achievement, behaviour, attendance and destinations of pupil groups and use the data to support initiatives to close any gaps.
- We review each year the curriculum to ensure it meets the needs of all pupils.

Last review: September 2025

Next review: September 2026

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- We expect students and staff to treat each other with respect and dignity at all times.
- All staff are trained to recognise and tackle any instance of discrimination, harassment, victimisation or bullying and this is supported through procedures detailed in our Child on Child Abuse Policy, Child Protection Policy and Behaviour Policy.
- We challenge bullying, stereotypes and discrimination and create a safe environment which promotes respect for all. Any instances are reported, investigated, recorded and monitored. We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone. We deliver training to staff on the protected characteristics and students learn about these along with wider considerations of equality and diversity through both the taught curriculum, Good Morning Grace and assemblies. We encourage students to discuss and reflect on instances where discrimination has taken place and about those who have stood up to injustice, as well as developing their understanding of a range of religions and cultures. Students in Years 7-11 are taught about the Equalities Act (2010) and understand the importance of their obligations under it in an age-appropriate way through the personal development curriculum. Students in years 12-13 are taught about this as part of their personal development curriculum in the Associated Sixth Form.
- Students are taught about same-sex relationships in RSE and prominent figures within the LGBT+ community are featured on Good Morning Grace and through the personal development curriculum.

All equality objectives will be reviewed at the end of the academic year 2025-26 to gauge how far they have been met and what more, if anything needs, to be done to meet and consolidate these objectives.

	Equality Objective	How the College will seek to achieve and measure this
1	To close the 'achievement gap' between sub-groups of students in order to ensure that all students have the opportunity to achieve their personal best academically.	<u>Disadvantaged students</u> The College has worked with colleagues from across the trust to further revise the (Pupil Premium) policy and procedures being led by the Vice Principal: Quality of Education and AVP: Academic Standards. Aims and targets are now mapped against the school improvement plan and in line with key performance indicators set for academic year 2025-26 based upon improvements made in the academic year 2024-25. Specific and tailored CPD for staff is being implemented regarding knowing your students well. This will be alongside previous actions to support disadvantaged students such as specific bridging the gap sessions targeted at this sub-group. <u>SEND & EAL students</u> The AVP: Student Support will launch a new programme of SEND support further improving early identification of need, quality first teaching, assessment for exam access arrangements and intervention in September 2025. SEND outcomes improved in the GCSE results published in August 2025 however further CPD and quality assurance will be embedded this year to focus on gaining further improvements.

		Measurable outcomes: The gap in relative and absolute GCSE results will improve for these sub-groups in 2026. Demonstrable implementation of appropriate initiatives and reasonable adjustments to provide support, stretch and challenge to student sub-groups, as assessed through lesson observations, through seeing a higher proportion of staff judged to be model for others or secure in the teaching principle adaptive teaching.
2	To ensure that all students are <i>able</i> to and are <i>encouraged</i> to access the co-curricular and sporting activities offered by the College.	The AVP: Personal Development will further increase the number of extra curricular activities for students including house events. Camp Grace for year 7 students, which is an affordable residential opportunity will continue for its third year in 2025. The whole school events of Christmas Carol Service, Presentation Evening and Sports Day will provide further opportunities for all students to engage in opportunities outside of the academic curriculum and the format of each will be reviewed and revised to promote additional attendance and engagement to them. Measurable outcomes: By summer 2026 the number of students attending co-curricular activities will increase across all sub groups including sports day and presentation evening.
3	To ensure the SMSC curriculum is exemplary in how it promotes understanding and tolerance between different viewpoints on various issues, recognising a diverse student body and community including students with protected characteristics, and in doing so seeking to promote fundamental British values and to uphold the law. A key aspect of this will be to introduce key ways of assessing student understanding of the curriculum and making wider links between facets of the curriculum. There is also a recognition that KCSIE (2025) emphasises the importance of exemplary teaching of e-safety to students and it is worth, in this context, re-examining current e-safety provision to assess whether more needs to be done.	1. In September 2025 personal development will be taught by tutors as part of the drive to improve students sense of belonging, having a trusted adult in school and further personalize the teaching of the PD. 2. The AVP will review the new curriculum, and delivery model against the ESF PD Audit tool to ensure that we go beyond what is expected in statutory guidance Measurable outcomes: Grace College will seek to go beyond the statutory requirements of personal development and that this is delivered in addition to a wide range of opportunities to deliver SMSC and wider personal development staff. The successful delivery of teaching in relation to protected characteristics and British values as evidenced through curriculum topics, lectures, assemblies, and increase visiting speakers and enrichment activities.

4	To promote mental health awareness and develop appropriate interventions where necessary to ensure students feel able to access support for their mental health and interventions have impact upon attendance and engagement.	A bespoke student welfare department for students was introduced in July 2023 to provide an area in college for students with welfare concerns but short term and long term that is always supervised by staff. The number of interventions being offered to students is increasing but will be increased further led by the AVP: Student Support The Lodge provision opened in April 2025 offering very small group-based tuition to the most vulnerable and disengaged learners who due to their SEMH needs are not accessing mainstream provision. Measurable outcomes: Increase in students accessing targeted intervention using the newly revised staged approach to welfare support and intervention. Increase in the attendance of students with SEMH needs who are accessing the Lodge.
5	Monitor the incidence of the use of homophobic, sexist and racist language through the robust child on child abuse policy and procedure.	A robust policy and procedure for reporting, investigating and handling child on child abuse allegations was introduced in March 2023. This policy was adopted by all ESF schools in September 2025 and brings a consistent approach to the handling of these incidents across the trust. Measurable outcomes: further reduction in homophobic, sexist and racist language evidence through the child and child abuse log. When surveyed students and parents will respond more positively about how child on child abuse is handled by the College.